Professional Conduct and Behavioral Standards outlined in the Graduate Nursing Handbook. It is an expectation that graduate nursing students demonstrate professional conduct in all interactions. Please refer to the Benedictine values that are foundational in character building, ethical decision making, and the integration of the intellectual, spiritual, emotional, and physical aspects of life.

**Course Description:** Building on a basic knowledgebase of anatomy, students will achieve competence in clinical application of anatomical and physiologic processes of humans. This course will be taken concurrently with Advanced Pathophysiology. As a result of taking these courses in concert, students will correlate clinical findings of normal anatomical and physiologic process with pathologic deviations of normal in humans.

**University of Mary Mission Statement:**
The University of Mary exists to serve the religious, academic, and cultural needs of people in this region and beyond. It takes its tone from the commitment of the Sisters of Annunciation Monastery. These Sisters founded the University and continue to sponsor it today. It is Christian, it is Catholic, and it is Benedictine.

**Program Mission Statement:**
The Nursing Division prepares nurses to provide safe, quality, patient-centered healthcare to the people in the region and beyond without regard to race, religion, cultural background, or gender. By fostering a Christian, Catholic, and Benedictine learning environment, the Division supports the University mission to prepare leaders in the service of truth and to be competent in spirituality and ethics, communication, critical thinking, and global stewardship. Academic preparation and nursing practice opportunities in a variety of health-care settings along the continuum of care will prepare students to achieve competence in the areas of professionalism, environmental contexts, valuing, and scholarship.

**Faith and Reason Statement:**
In accordance with the mission of the University of Mary and the Division of Nursing to prepare leaders in the service of truth, we honor the free exchange of ideas. During your program, many ethical and diverse topics will be explored. In the Benedictine Tradition, respect for all persons is vital to advance dialogue between faith and reason.

**Servant Leadership Experience:** Servant leadership experiences are based on character building relationships integrated with a solid understanding of what it is to be a servant leader with Jesus Christ as model and the Benedictine values of community, hospitality, moderation, prayer, respect for persons, and service. These values are foundational in character building, ethical decision making, and the integration of the intellectual, spiritual, emotional, and physical aspects of life.

**Relationship of the course to servant leadership:**
Nurses with advanced degrees are obligated to be servant leaders in healthcare environments. Nurse practitioners will be better servants to their patient’s healthcare needs after gaining greater competence in the principles of Clinical Anatomy.

**Benedictine Experience:**
Although communal life inspired by the Rule of St. Benedict stores a vast treasury of Benedictine values, six of these are of particular importance for our life here at the University of Mary... Father James P. Shea, President, University of Mary.

- **Community** – Striving together for the common good and growing in relationship with God, one another, and self.
  - [Rule of Benedict 33 – “Let all things be common to all.”]
- **Hospitality** – Receiving others as Christ with warmth and attentiveness.
  - [Rule of Benedict 53 – “Let all be received as Christ.”]
- **Moderation** – Honoring all of God’s creation and living simply with balance and gratitude.
  - [Rule of Benedict 31 – “Regard all things as sacred and do everything with moderation.”]
- **Prayer** – Attending to the mystery and sacredness of life, abiding in the divine presence, listening and responding to God.
  - [Rule of Benedict 4 – “Listen intently to holy readings. Give yourself frequently to prayer.”]
- **Respect for Persons** – Recognizing the image of God in each person and honoring each one in their giftedness and Limitations.
  - [Rule of Benedict 4 – “Honor everyone and never do to another what you do not want done to yourself.”]
- **Service** – Meeting the needs of others in the example of Jesus the servant leader
  - [Rule of Benedict 35 – “The members should serve one another.”]

**Relationship of the course to the Benedictine values:**
It is an expectation that graduate nursing students demonstrate professional conduct in all interactions. Please refer to the Professional Conduct and Behavioral Standards outlined in the Graduate Nursing Handbook. The Benedictine values that are addressed in this Clinical Anatomy course include **Community and Respect for Persons**. As a peer network, students will apply principles of the Benedictine value of **Community**. While demonstrating **Respect of Persons**, student will collaborate with and support one another during the course experience.
### Competence Experience:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Doctorate Essentials</th>
<th>Program Outcomes</th>
<th>University of Mary Graduate Outcomes</th>
<th>QSEN</th>
<th>NONPF Specialty Standards</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and communicate general and systems-based anatomical structures of the human body with accurate terminology that is appropriate for the receiving audiences of healthcare colleagues, patients, or families.</td>
<td>I, VIII</td>
<td>1, 5</td>
<td>Professional Distinction, Scholarship</td>
<td>NA</td>
<td>1, 9</td>
<td>Reading, weekly quizzes, exams, case study</td>
</tr>
<tr>
<td>Differentiate variations of normal, abnormal anatomy, and age related anatomical changes.</td>
<td>I, VIII</td>
<td>1</td>
<td>Professional Distinction, Scholarship</td>
<td>NA</td>
<td>1, 4</td>
<td>Reading, weekly quizzes, exams, case study</td>
</tr>
<tr>
<td>Appreciate the relevance of structural anatomy and physiologic process in relationship to clinical application of physical findings and diagnostic testing.</td>
<td>I, VIII</td>
<td>1</td>
<td>Professional Distinction, Scholarship</td>
<td>NA</td>
<td>1</td>
<td>Reading, weekly quizzes, exams, case study</td>
</tr>
</tbody>
</table>

**Doctorate Essentials**

I: Scientific Underpinnings for Practice  
II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking  
III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice  
IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care  
V: Health Care Policy for Advocacy in Health Care  
VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes  
VII: Clinical Prevention and Population Health for Improving the Nation’s Health  
VIII: Advanced Nursing Practice

**Family Nurse Practitioner Program Outcomes**

1. Demonstrates competence in health promotion, disease prevention, and illness management of individuals, families, and communities.
2. Utilizes servant leadership principles and expanded knowledge in health policy, advocacy, and healthcare quality to promote positive change in the delivery of care along the healthcare continuum.
3. Applies Benedictine values to foster a collaborative nurse practitioner-patient relationship that fosters respect, protection, and enhancement of spiritual integrity, human dignity, as well as cultural diversity to improve patient and population health outcomes.
4. Acts as a leader in knowledge translation and application of evidence based practice from nursing and related fields through critical evaluation, synthesis, and integration of health information data and research findings.
5. Influences, negotiates, and manages change among an interprofessional team for purposes of advancing healthcare quality among patients, populations, and systems.
6. Practices reflectively as an advanced practice nurse who is aware of and responsive to environmental contexts that shape healthcare decision making.

*The University of Mary graduate programs offer its students preparation in the following four areas of competence:*

**COMMUNICATION**

Graduates demonstrate excellence in all facets of communication including the publication and presentation of scholarship. Graduates differentiate themselves via an ability to fortify technical acumen with robust communication skills. They become leaders who actively listen to those with whom they work and collaborate; who dialogue when they introduce ideas, clarify meaning, and strategize towards solutions; and who write with disciplined purpose to effectively disseminate and contribute to new or existing information. Graduates’ communication skills enable them to excel through effective interaction with colleagues across all levels and environments.

**SCHOLARSHIP**
Graduates access, analyze, evaluate, and process information from a variety of sources to generate new ideals which guide decision making to influence meaningful change.

Graduates foster a culture conducive to scholarship in which they use research principles to answer relevant questions which lay the foundation from existing knowledge and from those foundations generate relevant and innovative ideas and new knowledge. Our graduates are leaders in the synthesis of research to inform best practices.

PROFESSIONAL DISTINCTION
Graduates are values-based and evidence-driven professionals who are servant leaders committed to excellence in their professions and communities.

Graduates grow in excellence, focusing professional skills and technical proficiency towards a higher commitment to service. They interact collaboratively and effectively within environments comprised of individuals who have diverse educational backgrounds, cultures, and professional talents. Their leadership is founded in both values-based and evidence-driven practice and recognizes its role in contemporary society as one of distinct contribution and gift of self.

MORAL COURAGE
Grounded in faith and reason, graduates clarify and defend moral personal and social values to uphold the pathway for justice in multiple contexts.

For students to acquire proficiency in these competences, continual assessment of learning in an atmosphere of openness and free inquiry is promoted.

Quality and Safety in Nursing Education (QSEN) Competencies

Quality Improvement (QI): Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of healthcare systems.

Safety: Minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Teamwork and Collaboration: Function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

Patient-centered Care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

Evidence-Based Practice (EBP): Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

Informatics: Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

NONPF Nurse Practitioner Core Competencies
1. Scientific Foundation
2. Leadership
3. Quality
4. Practice Inquiry
5. Technology and Information Literacy
6. Policy
7. Health Delivery System
8. Ethics
9. Independent Practice

Major Assignments:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Quiz (open book)</td>
<td>10%</td>
</tr>
<tr>
<td>Unit Exams (2) (proctored)</td>
<td>35%</td>
</tr>
<tr>
<td>Final Exam (proctored)</td>
<td>20%</td>
</tr>
<tr>
<td>Acland Anatomy Practice Exams</td>
<td>P/F</td>
</tr>
</tbody>
</table>

A score of 85% or higher is required to earn a passing mark for this course expectation. Students who successfully complete all Acland Anatomy Practice Exams with a score of 85% or higher students will be awarded 5 points to their lowest exam score.
### Case Study (1) | 25%
---|---
### Weekly Discussion | 10%

### Professional Portfolio – The Professional Portfolio assignment is not part of this course grade. However, this assignment is placed here as a reminder so that you can begin to work on your professional portfolio early in your program of study. There may be activities/assignments in this course that you may identify that facilitated your achievement of your program’s graduate education essentials, competencies, outcomes, and/or professional standards. The Professional Portfolio guidelines are located on the **Home Page** of every course and are located under the Portfolio tab. This tab contains guidelines, the grading rubric, and examples of portfolios. | NA

### Methods for Evaluation and Grading:
Graduate students are expected to perform at a level that exceeds undergraduate expectations. All course assignments are required and need to be fulfilled in order to receive a passing grade for the course. Grading rubrics for written assignments and discussions are contained in the Rubric tab on the right side of the course homepage. In addition to the criteria specified on the grading rubrics refer to the following assignment graduate level requirements for course assignments:

- The use of professionalism in all aspects of assigned work
- The ability to communicate with credibility in an appropriate, clear, and respectful manner
- End of course work that shows demonstrated professional growth through the use of constructive feedback provided by the instructor and classmates
- Assignments must show evidence of:
  - Organization of thoughts and ideas
  - Appropriate use of grammar, sentence structure, and writing style (APA format)
  - Clarity and conciseness
  - Understanding of the topic
  - Analysis of the credibility of sources
  - The utilization of a number of credible research sources to prepare assignments (Wikipedia, WebMD, and other similar lay sources are NOT a credible source to cite as a scholarly work)
  - Demonstration of critical thinking skills/reflective analysis
  - Draws solid conclusions and recommendations
  - Professional quality of content
  - Appropriate use of APA format

### Grading Scale:
Plusses and minuses will be given depending on where the grade falls within the range. The minimum percentages and corresponding points needed to achieve various letter grades are shown below. Grades will not be rounded.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>92-93</td>
</tr>
<tr>
<td>B+</td>
<td>90-91</td>
</tr>
<tr>
<td>B</td>
<td>86-89</td>
</tr>
<tr>
<td>B-</td>
<td>84-85</td>
</tr>
<tr>
<td>C+</td>
<td>82-83</td>
</tr>
<tr>
<td>C</td>
<td>75-81</td>
</tr>
<tr>
<td>D</td>
<td>71-74</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70</td>
</tr>
</tbody>
</table>

Students are encouraged to review the Graduate Catalog and the Program Handbook for policies regarding successful academic progression. **For example, the Graduate Nursing Handbook indicates a letter grade of less than B- is not passing.**

### Required Texts and Resource Materials

### Expectations
Since this is a three semester credit graduate level course offered over 15 weeks, you can expect to spend approximately 3 hours per week interacting in class and another 6 hours per week studying and preparing assignments outside of class time. Given the rigor, amount of course content, and professional expectations upon graduation, the time students likely will need to commit to courses in FNP program of study **exceed this credit hour definition.**
Statement on Academic Honesty:

Students are expected to conform to a strict standard of academic honesty. Cheating on examinations, fabricating or inflating clinical hours, plagiarism, unauthorized collaboration on assignments, submitting without authorization duplicate assignments for credit in more than one course and improper acknowledgement of sources are intolerable offenses that carry serious penalties and may include dismissal from the program. It is the student's responsibility to understand what constitutes plagiarism.

The course instructor will initiate action against a student found cheating while enrolled in a course offering, within seven days of discovery of the infraction. The instructor will formally notify the student and record the action in the student's file.

The course instructor may apply any of the following sanctions to a student found to have cheated during the term of the course:

a. The student will receive a zero for the work in question.
b. The student will be given another opportunity to demonstrate knowledge of skills.
c. The student will be expelled from class with a failing grade.

Developed: May 2014, Revised 8/14; 12/15; 8/16

Attendance Policy

Attendance is required at all assigned classes. Institute class meetings are mandatory. Scheduled absences should be discussed with the instructor for approval. Absences due to emergencies, illness, etc. will be reported to instructor as soon as possible. Absence from scheduled clinical experiences and/or class without prior approval will be recorded as an unexcused absence. Two unexcused absences will place student on probation. Notification of this status will be given in writing. Further unexcused absences may result in termination from the program.

Students are expected to complete all coursework requirements and to demonstrate respectful attentiveness when participating in class activities. Respectful attentiveness includes contributing to discussions in an informed manner and facilitating learning by sharing effective thinking, insights, asking questions, exploring ideas, and clarifying concepts of the assignments with classmates and the instructor. Students are expected to accept and utilize feedback that is provided by faculty and peers to shape effective thinking in the area of theory or to present support for the rejections of such feedback.

Assignment & Exam Policies:

The timeliness of assignments will also be a factor in the grading process. Assignments are to be submitted at the time that has been specified by the course instructor unless there are special circumstances and the instructor is notified of these circumstances prior to the assignment deadline. Late assignments will have 10% deducted from the assignment before grading. Assignments that are submitted seven days after the posted due date will receive the grade of zero. The value of respect of the instructor's time and the value of fairness to the other members of the course will both be met with assignments that are completed on time.

Course Specific Policies/Procedures/Information

It is the faculty’s responsibility to provide a structure and framework for learning and giving guidance and direction in all learning experiences. Using a variety of teaching strategies, faculty will help students meet the outcomes of the course. However, learning is the responsibility of the student, so active participation is expected. This course will be conducted via Internet, using a variety of methods including power points, external links, class discussion, homework and online exams. All students must have access to a computer with Internet capability and course software required. Students must be able to use the Internet to access course documents to send and receive emails and attachments and to conduct Internet searches. Students may work together on assignments, projects, and papers. Students MAY NOT work together on exams. Please be familiar with the code of student conduct.

Student Responsibilities for Own Learning:

1. Required assignments should be read before the concept is presented in class (competencies, syllabus assignments, reading assignments, etc. ...) Attend class regularly via Internet discussion and reading requirements and participate actively. Participation requires reading extensively on topics for each session, asking and answering questions, participating in discussion board items and completing the assignments that are located within each week’s power points and lecture notes.

2. Students are to be timely in discussion board responses and in email responses. The discussion boards/assignments are meant to be a resource for all class members, and students consent to this as a condition of class participation.

3. Assignments must be completed and turned in by specified due date or they will not be counted for points in the total grade. Failure to complete all assigned homework will result in failing the class. If an assignment will be late arrangements must be made with faculty. Late assignments with prior arrangements may be subject to point deduction for each day an assignment is late (up to 10% per day at the discretion of the instructor).

4. Library and Internet resources beyond the required readings are to be used. This includes locating and using references specific to this course.

Statement on Academic Honesty:

Students are expected to conform to a strict standard of academic honesty. Cheating on examinations, fabricating or inflating clinical hours, plagiarism, unauthorized collaboration on assignments, submitting without authorization duplicate assignments for credit in more than one course and improper acknowledgement of sources are intolerable offenses that carry serious penalties and may include dismissal from the program. It is the student's responsibility to understand what constitutes plagiarism.

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a. The student will receive a zero for the work in question.
b. The student will be given another opportunity to demonstrate knowledge of skills.
c. The student will be expelled from class with a failing grade.
Channel for Communication Relating to this Course
Instructor > Family Nurse Practitioner Program Coordinator > Chair, Online and Distance Nursing Education > Chair, Nursing Division > Dean of the School of Health Sciences

Statement Regarding Reasonable Accommodations:
The University of Mary, in compliance with the Americans with Disabilities Act and in the spirit of our mission, offers support for students who provide required documentation. Students with disabilities who need accommodations should apply to the Office of Student Accessibility Services. For further information, contact Betsy Hermanson, Director of Student Accessibility Services in the Student Success Center, located in the lower level of Welder Library, at (701) 355-8264 or ejhermanson@umary.edu
Case Studies

Case studies are examples written in narrative form outlining a case from a clinical scenario. A good case has enough detail to require literature review, further investigation into a situation, as well as stimulate analysis from a variety of viewpoints or perspectives. Case studies require students to actively engage in information discovery, as well as to appreciate inherent conflicts, dilemmas, and issues surrounding details of a particular case study.

Used as a teaching tool, case studies encourage students to study the application of clinical anatomy as well as to participate in reflective discussion. Higher order thinking is welcomed with this method of learning. Solutions to cases may not be concrete and will require creative problem solving skills as well as previously acquired skills and knowledge.

With effective case study teaching strategies, students learn to identify and delineate between critical and extraneous factors; develop understanding; and present realistic solutions to complex problems. Students have the opportunity to learn from one another. For faculty, it offers an opportunity to provide instruction while conducting formative evaluation.

- Over the duration of this course, students will be assigned one case study to complete. The assigned due date for case studies will be respective to the week the related content is covered. Each student team will be the author of a case study analysis. Case study topics will be assigned to the student. The case studies are all found in the online class in the course handouts page found in the Course Introduction module. The class will be divided into teams, with the number of teams being dependent on class size and faculty preference. Teams will be assigned a case study by the faculty. There are several case studies posted within the course. The faculty will decide which case studies are used in each session and the number of students assigned to each case study. Each student will only be expected to submit one case study.

Case Study Student/Team:

- In a word document the student or student team will submit a word document to the assignment page. This document will provided the responses/answers to the case study questions.
- Prepare a document to share with your classmates on the associated discussion board. It is recommended that the student or student team develop the case study in a logical sequence depending on the way it is presented. Each team will develop a Power Point Presentation considering a format as follows:
  o Overview of the case study, i.e., description of the issue or problem
  o Responses to state case study questions
  o Literature to explore potential options or solutions for resolution
  o Your presentation should address each element of the case study and evaluation tool.
  o Facilitate discussion in the Q & A portion of the session related to your assigned case study.

Classmate Responsibilities:
1) Read reference material for each case study prior to presentation.
2) Attentively review to case study materials as presented during class.
3) Participate in case study discussion forums.
4) Review/participate in any additional information shared on case study discussion boards.
Discussion Rubric

Each week of class begins on Monday and runs through Sunday. Modules will be open for student viewing, in preparation for the upcoming week, at 6am (central) the Saturday preceding the upcoming week. Discussion will conclude each week on Sunday. The last week of every course will conclude on Friday.

For the purposes of class discussion, students are encouraged to make note that initial discussion posts are due on Wednesday of each week. Faculty will be assessing discussion quality and engagement according to the rubric criterion outlined below. Intentionally, this rubric does not establish a minimum number of required total posts. Rather, the quality of contributions to the discussion and the degree of ongoing engagement will determine the degree of participation. Those criterion can be reached in a variety of ways. It may be multiple contributing posts to a variety of peers or it may be one or two contributions on subsequent days of the week that evidence an incorporation of ideas from multiple peers’ posts.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completeness of Initial Post</td>
<td>Criterion expectation is fully met. 1 pt.</td>
<td>Expectations met 2 pts.</td>
<td>The specified expectation needs to be strengthened 1 pt.</td>
<td>Criterion not met 0 pts.</td>
</tr>
<tr>
<td>• Addresses all components of the posted question.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Initial Post</td>
<td>The contribution displays an adeptness with criterion expectations and models graduate level work. 3 pts.</td>
<td>Expectations met 1 pt.</td>
<td>The specified expectation needs to be strengthened 0.5 pt.</td>
<td>Criterion not met 0 pts.</td>
</tr>
<tr>
<td>• Evidences analysis and synthesis to create a strong, substantive post that states the case.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Shows use of sound argumentation and scholarly prose that evidences mastery of concepts and key points from readings and other scholarly sources.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Demonstrates evidence of critical thinking.</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>• Exhibits excellent use and citation of scholarly references external to the course.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Thoughtfulness and comprehensive understanding of the discussion topic is evident.</td>
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</tr>
<tr>
<td>• Explores new lines of argument or different perspective which foster further discussion.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timeliness</td>
<td>Criterion expectation is fully met. 1 pt.</td>
<td>Expectations met 1 pt.</td>
<td>The specified expectation needs to be strengthened 0.5 pt.</td>
<td>Criterion not met 0 pts.</td>
</tr>
<tr>
<td>• Initial discussion post is made no later than assigned deadline on Wednesday.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Contribution to Class Discussion</td>
<td>The contribution displays an adeptness with criterion expectations and models graduate level work. 2 pts.</td>
<td>Expectations met 1 pt.</td>
<td>The specified expectation needs to be strengthened 0.5 pt.</td>
<td>Criterion not met 0 pts.</td>
</tr>
<tr>
<td>• Thoughtfully evaluates and responds to classmates’ postings using sound argumentation, scholarly prose, and tactfulness; the response is comprehensive and challenging. These responses serve to deepen the conversation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Contributes additional, substantive, thoughtful, and analytical, yet succinct responses to other classmates’ postings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Strengths and weakness of classmates’ discussion content are identified.</td>
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<tr>
<td>• Responses integrate course material and are supported by scholarly reference external to the course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Responses show evidence of critical thinking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree of Participation in Class Discussion and Engagement</td>
<td>The contribution displays an adeptness with criterion expectations and models graduate level work. 2 pts.</td>
<td>Expectations met 1 pt.</td>
<td>The specified expectation needs to be strengthened 0.5 pt.</td>
<td>Criterion not met 0 pts.</td>
</tr>
<tr>
<td>• Builds on ideas from other classmates through frequent and ongoing cross talk and interaction.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>• Responses to other learners include substantive feedback that extends the discussion by raising questions and sharing additional resource information.</td>
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</tr>
<tr>
<td>• Responds to feedback from other learners and/or faculty.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Takes part in discussion in an ongoing basis over the course of the week as evidenced by contributions to discussion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanics/Formatting</td>
<td>Criterion expectation is fully met. 1 pt.</td>
<td>Criterion is partially met 0.5 pts</td>
<td>Criterion not met 0 pts.</td>
<td></td>
</tr>
<tr>
<td>• Postings are without spelling, grammar, punctuation, or syntactical errors that distract the reader from the content. Word choice is consistently accurate and appropriate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Excellent use and proper APA citation of evidence based references that are used in the discussion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Developed: May 2014, Revised 8/14; 12/15; 8/16